Tree and forest health
SV0070, 40123.2526

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Donnie Lee Peterson, Michelle Cleary

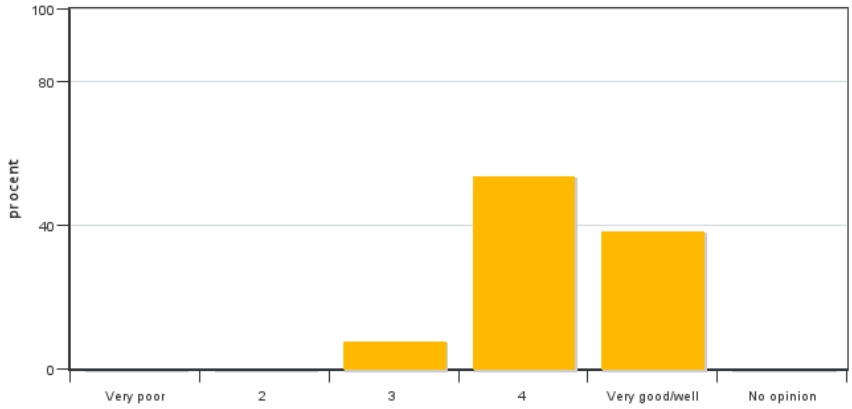
Evaluation report

Evaluation period: 2026-05-31 - 2026-06-21

Answers	13
Number of students	28
Answer frequency	46 %

Mandatory standard questions

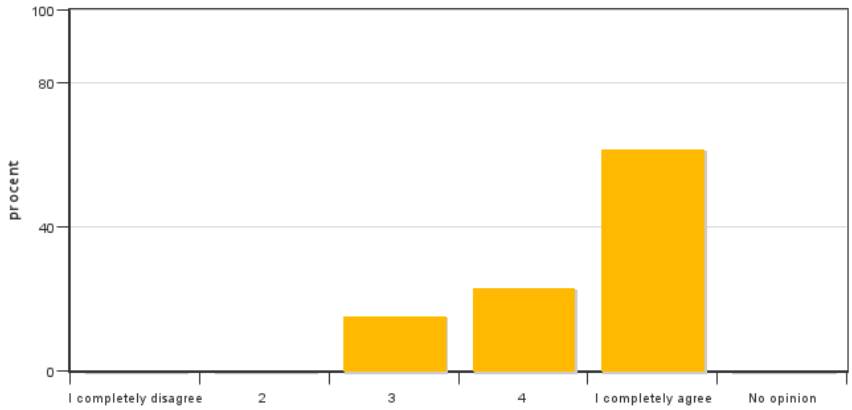
1. My overall impression of the course is:



Number of answers: 13
Average: 4,3
Median: 4

Very poor : 0
2: 0
3: 1
4: 7
Very good/well: 5
No opinion: 0

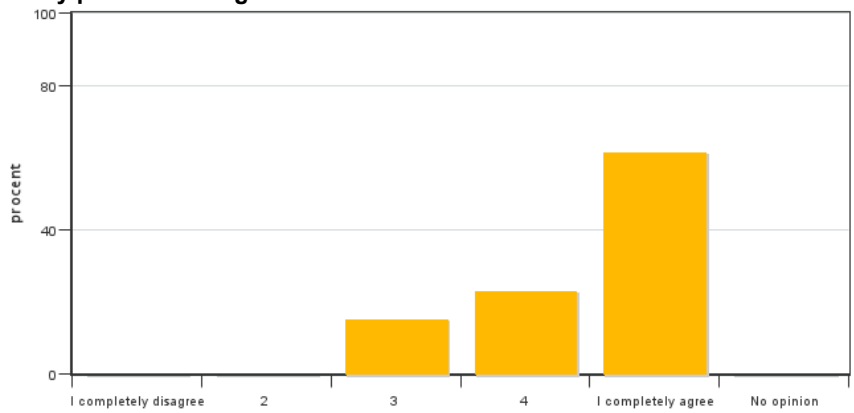
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 13
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 8
No opinion: 0

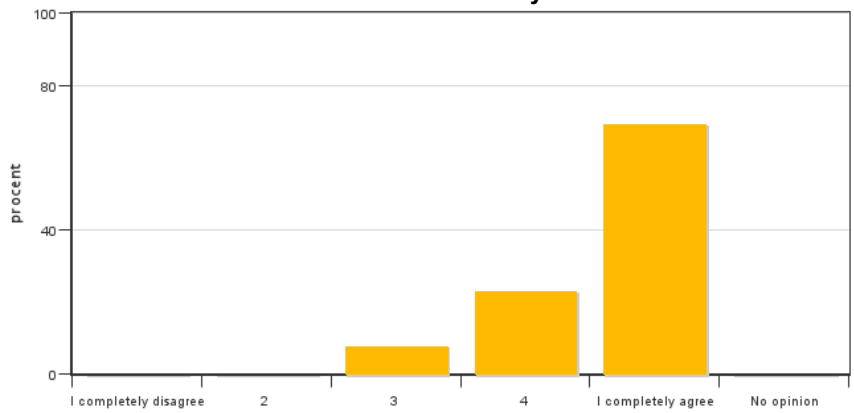
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 13
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 8
No opinion: 0

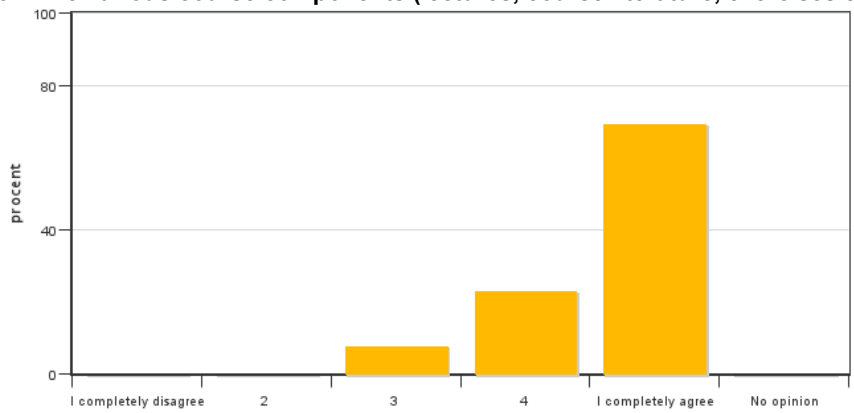
4. The information about the course was easily accessible.



Number of answers: 13
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 9
No opinion: 0

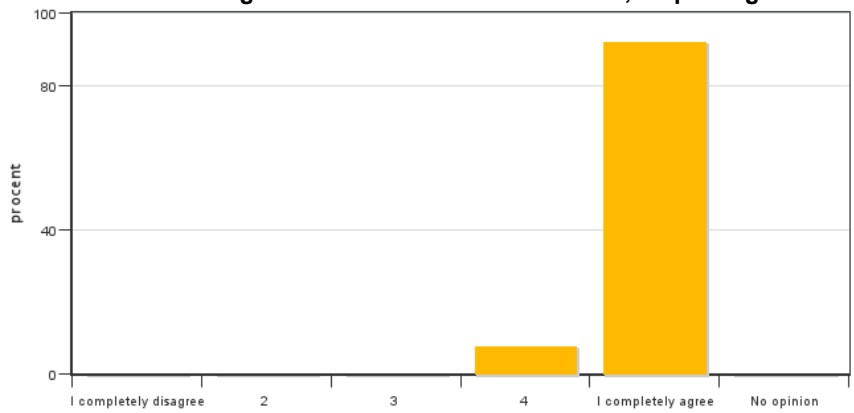
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 13
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 9
No opinion: 0

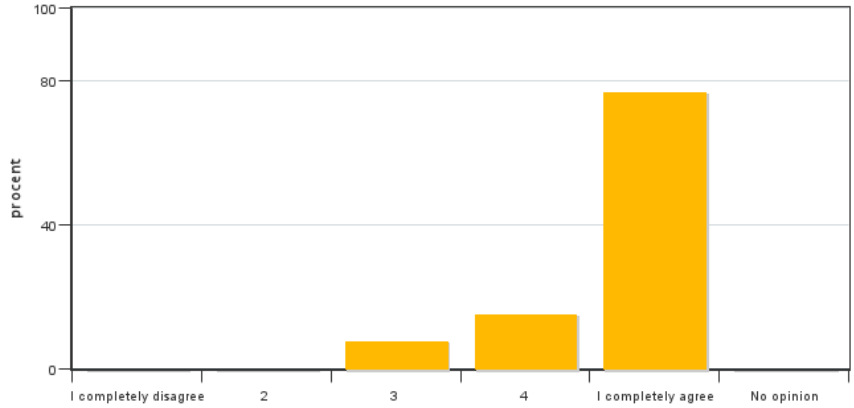
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 13
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 12
No opinion: 0

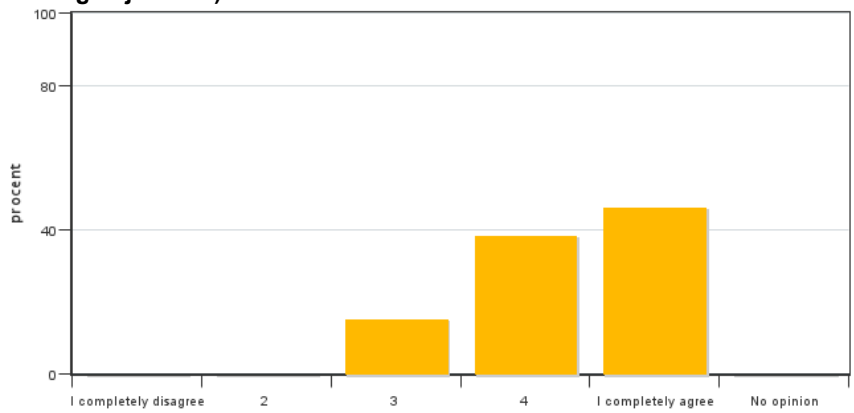
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 13
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 10
No opinion: 0

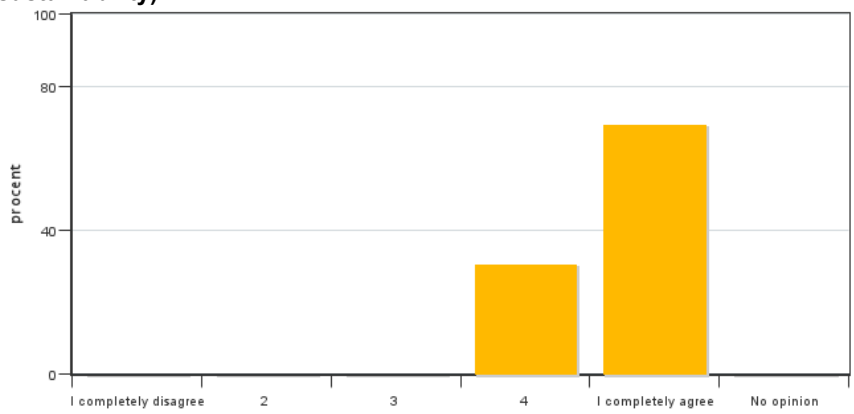
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 13
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 5
I completely agree: 6
No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

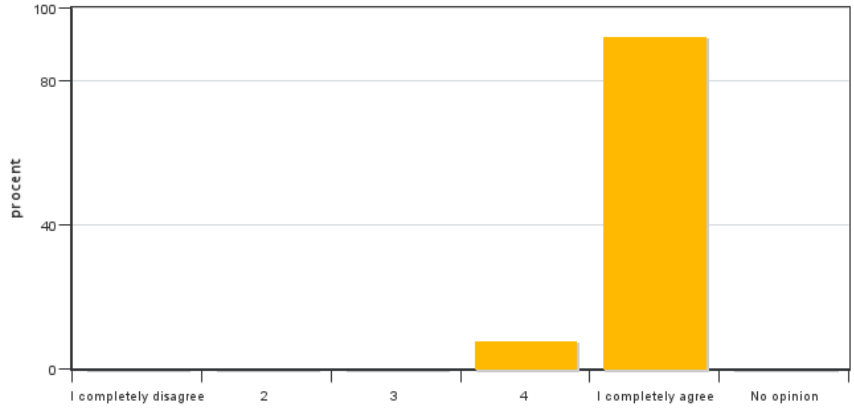


Number of answers: 13
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 9

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

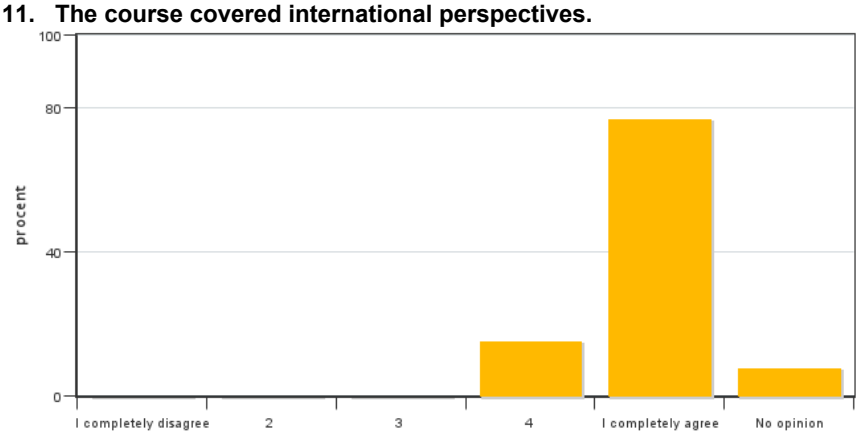


Number of answers: 13
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 12

No opinion: 0

11. The course covered international perspectives.

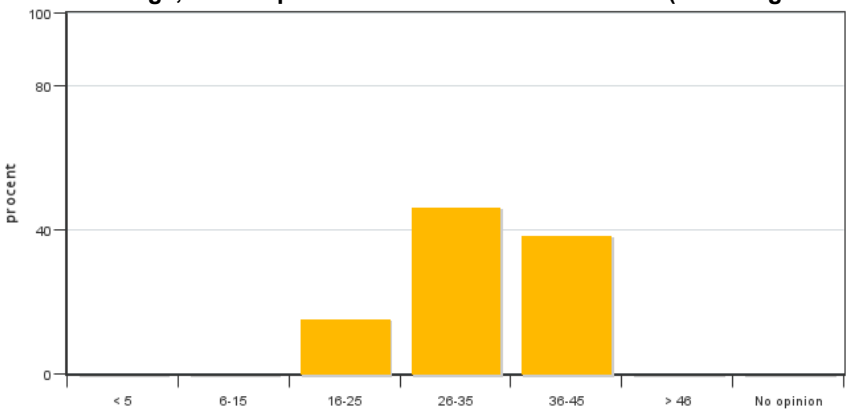


Number of answers: 13
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 10

No opinion: 1

12. On average, I have spent … hours/week on the course (including timetabled hours).



Number of answers: 13
Average: 32,3
Median: 26-35

< 5: 0
6-15: 0
16-25: 2
26-35: 6
36-45: 5
> 46: 0

No opinion: 0

Course leaders comments

The 2026 course evaluation was very positive, with an overall rating of 4.3 out of 5. Students described the course as an engaging and valuable introduction to tree and forest health and particularly appreciated the combination of lectures, practical activities and field-based learning.
The excursions were a major strength of the course, enabling students to connect theoretical knowledge with real examples of forest pests, pathogens and damage symptoms. The excursion week at Östad was especially highly valued and included teaching from invited experts in forest pathology, forest entomology, browsing damage and forest fire. This gave students an opportunity to explore forest health from several complementary perspectives and learn directly from specialists in the field. Overall, the excursions received a score of 4.8 out of 5 for helping students prepare for the Forest Damage Collection and report. Students also appreciated the opportunity to collect and examine forest damage and to explore selected topics in greater depth through the report assignment.
The course content was considered clearly connected to the learning objectives, and the different course components supported student learning very well. The inclusive and respectful learning environment received a score of 4.9 out of 5, while sustainability, equality and international perspectives were also rated very highly.
The evaluation also provided useful suggestions for the continued development of the course. In future course rounds, we will review the timing of the excursion week and assessed activities to create a more even distribution of work. We will also further develop the guidance provided for the Forest Damage Collection, including practical support for moving from observed symptoms and signs to a possible identification.
Overall, the evaluation shows that the course successfully combines scientific knowledge with practical field experience. We will retain the highly appreciated excursions, contributions from invited experts and hands-on activities while continuing to refine the course structure and support for practical identification.

Internal comments

Student representatives comments

The tree and forest health course in 2026 was very well received by students. After being moved from winter to spring, teachers had to change a lot of the course in order to make the most of the new opportunities. The reworked course offered a lot of new excursions including a one-week trip to Östads estate. The new structure needs some adjustment according to students, but the overall impression of the course with a rating of 4.3 is very good.

The course offered a pedagogical introduction to forest pathogens and students are properly prepared for it by the previous courses of the Forest and Landscape program. The structure of the course is a reoccurring critique, which should be addressed next year. The two mandatory examinations (a damage collection with a report and a final exam) require a lot of time and attention and having both in the final week makes it feel a bit crammed. Scheduling the excursions, especially the one-week excursion a bit differently would help to space it out, giving students more time to focus on both parts of the course and ultimately take home more knowledge.

While some excursions seemed to be a bit too focused on a single disease, the number of excursions and their goals were very well received. Especially the one-week trip to Östad was a fantastic way of getting first hand experience, microscope work, teaching directly in the field and collecting damage types. Students suggest moving the excursion more towards the beginning of the course, because the amount of hands-on learning is beneficial for the damage collection and would help greatly with that. Some students critiqued the very full schedule, while others liked the vast amount of information and teaching provided.

Gender equality, learning facilities, sustainability perspectives, international aspects and social environment were all rated very positive, and no added comments suggest that all students thought them to be adequate.

The final exam was difficult for some students due to the amount of information that was provided in the course, in addition to the damage report being due the same week, it was a bit much to focus on. A different timing of the two main course components would ease the workload towards the end and create a more consistent, rewarding experience.

To sum the evaluation up: students really enjoyed the course, but the structure needs to be switched up a bit. The one-week excursion was the highlight of the course and students felt able to complete all examinations properly.